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ABSTRACT

This guide was prepared to assist the reading specialist or coordinator in the secondary school. The general objectives and rationale of the secondary reading program are given, along with the International Reading Association minimum standards for professional training of reading specialists. The overall structure of the reading program as an integral part of all curriculum areas is outlined, including the responsibilities of the reading teacher-coordinator in regard to testing, communications, the reading lab, and reading instruction in the content areas. Thirty-seven reading objectives are listed under the general headings of study skills, comprehension skills, vocabulary skills, rate, creative reading, and remedial skills. Appended are (1) the International Reading Association Code of Ethics, (2) selected professional references, (3) an illustration of the reading lab room, (4) suggested methods and materials for student appraisal, (5) suggested materials for reading instruction, (6) readability formulas, (7) criteria for evaluating the reading program, and (8) a description of teaching packages. References are included.

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EUGENE PUBLIC SCHOOLS
DISTRICT #4J

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School District 4J, Lane County, Oregon

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GUIDELINES FOR READING INSTRUCTION IN THE SECONDARY SCHOOLS

Issued by School District 4J, Lane County
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PHILOSOPHY OF READING*

"Man's reading is a natural growth process of gathering meaning from his environment. It begins with his first contact with sensory stimuli and continued throughout his life. As memories of prior experiences are added to new ones, man is gathering new clues from his interactions with people, things, and events. In turn, he puts these clues into an interrelated whole to discover ways of symbolizing his experiences. Hence, reading is a perceptual process of learning and communicating not only through written and oral speech but also through music, the pictorial arts, gestures, and expressions."

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Eugene, Oregon

1968

GUIDELINES FOR READING INSTRUCTION IN THE SECONDARY SCHOOLS

The statements assembled here have been
written by reading teachers of the Eugene
Secondary Schools with the basic tenet:

Reading: An Integral Part of All Areas of the Curriculum

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GENERAL READING OBJECTIVES

The following is developed from the School Board Policy Statement, "Philosophy of Education." *

The degree of a student's proficiency in reading will affect his adaptation to life situations. Expanding his reading proficiency becomes the responsibility of the school district. The degree to which this responsibility is being discharged in the secondary schools can be determined by the extent to which the reading program provides situations and opportunities--

- 1--for acceptance of each student as he is.
- 2--in which the student develops insight into his relative strengths and weaknesses.
- 3--for the student to improve through continuous self-directed learning.
- 4--for the student to develop the skills to communicate through speaking, listening, reading, and writing at the levels of fact, idea, and feeling.
- 5--in which the student can develop and use appropriate skills to find and interpret facts, compare divergent views, and express opinions.
- 6--for a student to consider problems, search for solutions, and draw conclusions.
- 7--through which the student is able to locate and apply information and comprehend the process by which new information is formed.
- 8--for a student's response to aesthetic characteristics through participation in creative activities.
- 9--relevant and useful to the student in modern technological societies.
- 10--in which the student can participate within changing social patterns in our society.
- 11--in which the student can become a more effective reader in all areas of the curriculum.

The above eleven statements suggest some guiding principles from which we have developed the Guidelines for Reading in the Secondary Schools of District 4J.

* from the 1967 summer reading workshop.

RATIONALE

"Reading," according to Ruth Strang, "is more than seeing words clearly... Reading requires us to think, feel, and use our imagination." Process is defined in Webster's as "... a continuing development involving many changes..." Reading is now viewed as a continuous process which actively involves the learner, and through process it is developmental: changes do occur in the learner. These changes take place throughout life; they do not stop at a certain time.

Since reading is a developmental process, the following program is developmental and process oriented, written with focus on the developmental needs of students in the secondary schools of Eugene.

THE PLACE OF READING INSTRUCTION IN THE SECONDARY SCHOOLS

As the student progresses through school he is challenged by increasingly complex and difficult learning activities. Reading development must keep pace with society's growing demands for more information, greater knowledge, and better understanding. In addition, he needs to interpret and apply his learning to his constantly expanding and changing world. Thus, reading instruction must be included in the secondary school curriculum if effective education is to be achieved.

By the time the student enters the junior high school the curriculum demands that he be able to apply his reading skills to new subjects and new situations. It is important that the student continue to review and apply previously learned skills. The goal of reading instruction through the high school is to help the student become an independent and effective reader. The student can take more responsibility for his own reading improvement by reviewing his reading tests, setting specific goals for himself and choosing appropriate materials. An increasing appreciation of the personal values of reading can help the student gain insight into himself as he assumes greater social independence.

This secondary reading program implements a philosophy that sees reading as part of the total curriculum. All teachers should assume some responsibility for recognizing individual differences in reading and for developing content vocabulary and reading proficiency within their own instructional specialities.

RECOMMENDED MINIMAL STANDARDS

The Need for Establishing Standards

Until recently, reading was considered to be a rather simple process which should be learned in the early grades. We have now come to recognize it as a more complex act that develops within an individual throughout years of formal schooling and adult life. As a result, the demand for trained personnel in reading at all levels has increased tremendously. With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a reading specialist should undertake has become a real one. One means of preventing such occurrences is by establishing minimum standards for professional training of reading specialists.

The reading specialist may be designated as that person who works directly or indirectly with students; and who works with teachers and administrators to improve and coordinate the total reading program of the school. For these persons, spending the majority of their time as a reading specialist the following standards should be considered minimal. It is recognized that many positions, such as those of consultant, supervisor, director, and clinical worker necessitate training beyond the minimum standards set forth by the International Reading Association.¹ It should also be recognized that competency in the reading area is sometimes acquired through the individuals expressed interest, unique professional experiences and in-service training. Teaching at the elementary school level may be a valuable background experience. These may well precede formal academic preparation. Therefore, an assessment of the individual's personal qualifications for being a reading specialist cannot always be made by rigidly adhering to established standards. However, if this situation exists the reading specialist should make a commitment toward meeting these standards.

1. Professional Standards and Ethics Committee, A Guide For Teachers and Administrators, State and Provincial Departments of Education, Teacher Education Institutions, Certifying Agencies, Newark, Delaware, International Reading Association, 1965.

"Minimum Standards for the Professional Training of Reading Specialists^{*} have been formulated by the Professional Standards Committee and approved by the Board of Directors of the International Reading Association. These Minimum Standards will serve as guides to:

1. Teachers and administrators in identifying the reading specialist
2. State and provincial departments of education in certifying specialists in reading
3. Colleges and universities offering programs in reading
4. Individuals planning to train as reading specialists."²

* Described in the Eugene Guidelines For Reading Instruction In The Secondary Schools as: Reading Teacher - Coordinator.

2. Professional Standards and Ethics Committee, Op Cit ____.

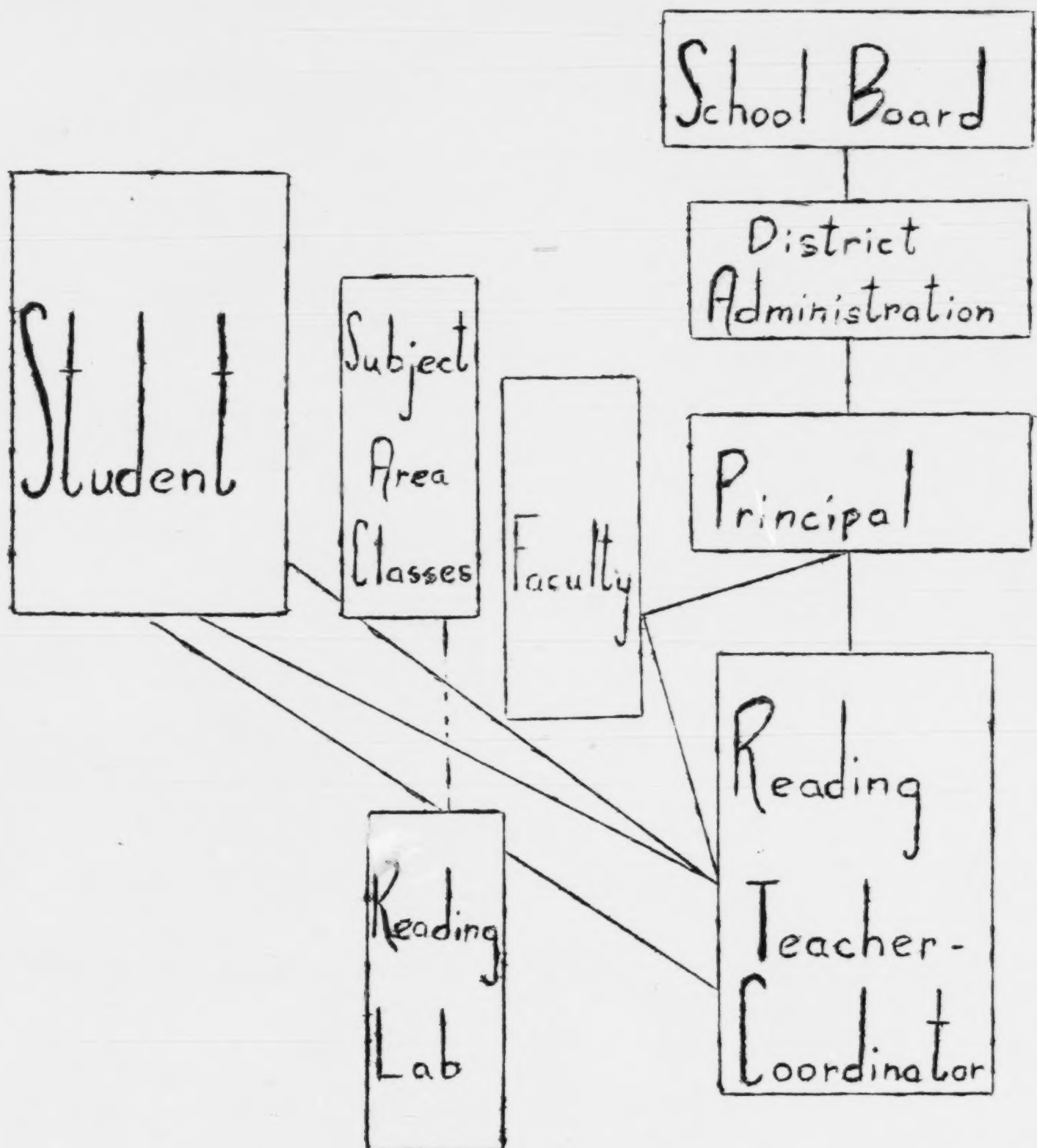
I.R.A. MINIMUM STANDARDS FOR PROFESSIONAL TRAINING OF READING SPECIALISTS

- I. A minimum of three years of successful teaching and/or clinical experience.
- II. A Master's Degree with a major emphasis in reading or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:
 - A. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:
 1. Foundations or survey of reading
A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.
 2. Diagnosis and correction of reading disabilities
The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.
 3. Clinical or laboratory practicum in reading
A clinical or laboratory experience which might be an integral part of course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.
 - B. An additional minimum of 12 semester hours from the following courses:
 1. Measurement and/or evaluation
 2. Child and/or adolescent psychology or development
 3. Personality and/or mental hygiene
 4. Educational psychology
 5. Literature for children and/or adolescents
 6. Organization and supervision of reading programs
 7. Research and the literature in reading
 8. Linguistics
 9. Communications
 10. Curriculum
 - C. The remainder of semester hours be obtained from additional courses under II A, II B, and/or related areas such as:
 1. Foundations of education
 2. Guidance
 3. Speech and hearing
 4. Exceptional child

Note: These standards are under constant study and are periodically revised by the I.R.A. Professional Standards and Ethics Committee.
This guide was revised in 1965.

READING PROGRAM STRUCTURE

Reading is inherent in the structure of the total school curriculum. Operating under this basic assumption, the following organization is designed to implement the secondary school reading program. The responsibility for the direction of the total school reading program which actively involves all subject area teachers is placed on the reading teacher-coordinator in each school.



READING PROGRAM STRUCTURE

The Reading Teacher-Coordinator

A major aspect of this program is the co-ordination of reading as an active, integral part of the whole school. The reading teacher-coordinator is responsible for this coordination as well as reading instruction.

When the reading teacher-coordinator has been selected for a school * he will work closely with the Principal to select the characteristics of the total program that they deem most functional as a starting point for their particular school.

It is strongly advised that each school develop their program gradually rather than try to implement all aspects simultaneously on a full-day basis.

The extent to which responsibilities can be fulfilled will depend upon:

- a. scheduling to allow sufficient time for attention to all aspects of the reading program.
- b. sufficient staffing--such as a team of reading teacher-coordinators in each secondary school OR a team of teacher-aides to work with some student groups and/or material preparation under the direction of a reading teacher-coordinator.

Following are the specific areas of the reading teacher-coordinator's responsibility which must operate in conjunction with instructional duties to effectively facilitate the total secondary program.

A. Appraisal of Student Reading Abilities **

1. All students should be tested at least once during each three year period of the junior high and senior high. The reading teacher-coordinator will find it necessary to test some students more than once in a three year period in order to be able to make a useful diagnosis of individual students.

* See pages 4 - 6 of this Guideline for Recommended Minimal Standards.

** See Appendix, Section D

2. The reading teacher-coordinator will be responsible for:
 - a. selecting the test most appropriate for the needs of the school.
 - b. planning with the school administrator for the scheduling of the testing program.
 - c. diagnosis of the individual needs and large group needs based on the test results.
 - d. communication with the school nurse, counselors and administrators to:
 - (1) extend, through their knowledge of the student's physical, social and emotional characteristics, the reading diagnosis of the student.
 - (2) facilitate the work of these staff members with students.
 - e. communication with each teacher concerning the complete reading diagnosis pertinent to the teacher's subject area for each student in the teacher's classes.
 - f. keeping records^{*} of each student's reading: test scores; diagnostic profiles; program participation and progress.

B. Articulation within the school

1. The reading teacher-coordinator will plan for continuity in each student's progress.
2. The reading teacher-coordinator, in cooperation with the administration, is responsible for reading in-service training.^{**}
3. The reading teacher-coordinator will devise a system for evaluation of the school's reading program.^{***}

* See Appendix, Section D.

** See Teaching Packages, Section: "Group Dynamics Technique"

*** See Appendix, section G

C. Articulation Between Schools

1. The junior high school reading teacher-coordinator should be responsible for articulation of reading programs between elementary/junior high and junior high/senior high.
2. Released time for reading teacher-coordinators should be arranged for observing exemplary and innovative programs.

D. Budget Needs

1. The reading teacher-coordinator is responsible for planning the annual budgetary needs for the reading program.
2. A current cash fund should be available for immediate "special need" materials. (i.e., a student has an immediate special need and interest--materials should be made available now rather than next year when he is gone.)

The Reading Lab

- A. The reading teacher-coordinator is responsible for instruction in the reading lab.
- B. The reading lab curriculum allows for extension of reading skills.
 1. The reading teacher-coordinator counsels individuals and groups based on diagnosis of needs.
 2. The student chooses areas of concern to him and sets his goals.
 3. The reading teacher-coordinator guides the student in attaining his individual goals.
- C. Physical characteristics needed:
 1. A permanent room (example: Appendix, Section C)
 2. A variety of mechanical devices and materials. (see listing: Appendix, Section E)
- D. Student scheduling
 1. Student orientation to the lab program for all students given by the reading teacher-coordinator.*

*See Teaching Packages, section: "Reading Lab" -- orientation

2. Flexible scheduling to allow for a laboratory approach to instruction.*
3. Voluntary lab sign-up available to all students.
4. Criteria for participation in organized lab classes will be based on student needs.
5. Frequency of student participation depends upon sufficient staffing of the lab.
6. Reading lab facility will be available to students outside the regular school schedule. (Staffed by aides)

E. Evaluation of Student Progress

1. A statement will be devised by the reading teacher-coordinator in each school to inform parents of the student's reading lab progress rather than a report card grade.
2. The reading teacher-coordinator will work with each student in the reading lab in using student self-evaluation techniques.

Reading Instruction in Classrooms

A. Language Arts and Social Studies

All students will have developmental reading skills instruction within the Language Arts/Social Studies programs.

1. The reading teacher-coordinator can assist the L.A./S.S. teacher in making identification of:
 - a. the range of reading needs in the class.
 - b. the skills needed that can best be taught to the whole class.
 - c. the skills needed that can best be taught through grouping within the class.
 - d. students needing individual instruction.

*Teaching Packages, section: "Reading Lab"--techniques

2. The reading teacher-coordinator can assist the L.A./S.S. in planning:
 - a. a time period specified for reading skills instruction within the L.A./S.S. class.
 - b. to meet needs as identified in #1 (refer to the Teaching Packages, section: "Instructional Objectives (Behavioral Terms)").
 - c. use of materials appropriate to the needs and readability levels* of the class.
 - d. the writing of materials for use in the L.A./S.S. classroom when not otherwise available.
3. The reading teacher-coordinator can assist the L.A./S.S. teacher in implementation of:
 - a. grouping techniques in instruction.
 - b. dual teaching in the L.A./S.S. class when the classroom teacher deems it desirable.
 - c. establishing criteria for evaluation of student progress.

B. All Other Subject Areas

All subject area teachers should teach and reinforce reading skills pertinent to their subject areas.** The responsibility of the reading teacher-coordinator is to:

1. identify for subject area teachers the range of reading levels within each class.
2. plan with subject area teachers on techniques for teaching the pertinent reading skills at the various levels within the class.
3. assist in implementation by teaching in the subject area classrooms when desirable.

*See Appendix, Section F

**See Teaching Packages, sections: "Building Coordination" and "Instructional Objectives (Behavioral Terms)"

4. locate materials or assist in writing appropriate materials
at the desired readability levels.

SECONDARY READING OBJECTIVES AND MATERIALS

Objectives

The following list of objectives is intended as a general guideline for secondary teachers; it is not a strict delineation of skills. No attempt has been made to put these skills in sequential order as it is the consensus that at the secondary level no absolute sequence can be recommended.

A. STUDY SKILLS

1. to summarize
2. to survey reading materials and determine the organization
3. to find specific information quickly
4. to skim to find the main idea
5. to survey materials to obtain general information about its organization: it usually helps the reader determine if and how he is going to read the material
6. to use locational skills
7. to use the dictionary effectively
8. to use recall techniques
9. to develop oral reading skills
10. to use library skills

B. COMPREHENSION SKILLS

11. to distinguish between literal and figurative language
12. to make critical evaluations of the material read
13. to read by thought units rather than word units
14. to distinguish between faulty and valid generalizations
15. to compare and contrast materials
16. to distinguish between denotation and connotation
17. to distinguish between explicit and implicit methods of expression
18. to distinguish between fact and opinion
19. to interpret other graphic materials

- 20. to recognize the main idea and the supporting details
- 21. to recognize the importance of sequence of ideas
- 22. to draw conclusions and inferences
- 23. to recognize causal relationships
- 24. to become conscious of various points of view and how each influences and/or limits what is written
- 25. to recognize basic literature forms

C. VOCABULARY SKILLS

- 26. to recognize word structure in terms of more rapid word recognition, effective word analysis, and word comprehension
- 27. to recognize word relationships

D. RATE

- 28. to change his reading rate according to purpose, materials and reading background

E. CREATIVE READING

- 29. to evaluate himself in addition to accepting teacher evaluation
- 30. to spend a portion of his leisure time reading a variety of materials
- 31. to interpret effectively material read orally
- 32. to correctly enunciate in oral reading

F. REMEDIAL SKILLS (These may be entirely in the psychomotor domain)

- 33. to minimize eye, lip and throat movement
- 34. to reduce vocalization
- 35. to improve visual perception
- 36. to improve motor coordination
- 37. to eliminate pointing as a method of following lines

For a more detailed look at these skills as objectives, stated in behavioral terms, see the Teaching Packages, section: "Instructional Objectives (Behavioral Terms)"

Materials and Equipment

The reading teacher-coordinator has the direct responsibility for selection of materials and equipment* for use in the Reading Lab and appropriate reading skills materials for use in the Subject Area Classrooms. The skill instruction in both cases will be to involve students in situations in which they will intensively concentrate on learning to improve specific skills. It is necessary to have available an extensive variety of materials and equipment, though not necessarily full-class sets of one particular item.

Because of the wide range of abilities of students participating in both aspects of the total reading program, it is inadvisable to adopt a list of specific titles. Criteria for selection of materials for the individual school is further described in the appendix.

* See Appendix, Section E

A P P E N D I X

These items will assist in the implementation of
Guidelines for Reading in the Secondary Schools.
Modifications or additions to these suggestions
may be made from time to time as conditions and
needs change.

The members of the International Reading Association who are concerned with the teaching of reading form a group of professional persons, obligated to society and devoted to the service and welfare of individuals through teaching, clinical services, research, and publication. The members of this group are committed to values which are the foundation of a democratic society - freedom to teach, write, and study in an atmosphere conducive to the best interests of the profession. The welfare of the public, the profession and the individuals concerned should be of primary consideration in recommending candidates for degrees, positions, advancements, the recognition of professional activity, and for certification in those areas where certification exists.

Ethical Standards in Professional Relationships:

1. It is the obligation of all members of the International Reading Association to observe the Code of Ethics of the organization and to act accordingly so as to advance to the status and prestige of the association and of the profession as a whole. Members should assist in establishing the highest professional standards for reading programs and services, and should enlist support for these through dissemination of pertinent information to the public.
2. It is the obligation of all members to maintain relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by the reading specialist.
3. It is the obligation of members to report results of research and other developments in reading.
4. Members should not claim nor advertise affiliation with the International Reading Association as evidence of their competence in reading.

Ethical Standards in Reading Services:

1. Reading specialist must possess suitable qualifications (See Minimum Standards for Professional Training of Reading Specialists) for engaging in consulting, clinical, or remedial work. Unqualified persons should not engage in such activities except under the direct supervision of one who is properly qualified. Professional intent and the welfare of the person seeking the services of the reading specialist should govern all consulting or clinical activities such as counseling, administering diagnostic tests, or providing remediation. It is the duty of the reading specialist to keep relationships with clients and interested persons on a professional level.
2. Information derived from consulting and/or clinical services should be regarded as confidential: Expressed consent of persons involved should be secured before releasing information to outside agencies.

3. Reading specialists should recognize the boundaries of their competence and should not offer services which fail to meet professional standards established by other disciplines. They should be free, however, to give assistance in other areas in which they are qualified.
4. Referral should be made to specialists in allied fields as needed. When such referral is made, pertinent information should be made available to consulting specialists.
5. Reading clinics and/or reading specialists offering professional services should refrain from guaranteeing easy solutions or favorable outcomes as a result of their work, and their advertising should be consistent with that of allied professions. They should not accept for remediation any persons who are unlikely to benefit from their instruction, and they should work to accomplish the greatest possible improvement in the shortest time. Fees, if charged, should be agreed on in advance and should be charged in accordance with an established set of rates commensurate with that of other professions.

MAGAZINES **

Journal of Reading

Educator's Guide to Media and Methods

BOOKS

Altick, Richard, Preface to Critical Reading, 4th edition, Holt, Rinehart and Winston, Inc. 1960

This is usable as a student text or a teacher's resource book.

It is particularly slanted toward the intimate relationship between student's writing and critical reading. Probably geared more toward senior high content

Bamman, Henry A. and others, Reading Instruction in the Secondary Schools, Longmans, Green & Co., N.Y., 1961

Contains practical suggestions and ideas for implementing a reading program in the secondary schools. It covers, among other things, types of programs, ways to organize programs and identification of problem areas. Several chapters are devoted to teaching reading in the various content areas.

Board of Education of New York, Reading, Grades 7, 8, 9, Curriculum Bulletin, Board of Education of the City of New York, Livingston Street, Brooklyn, N.Y., 1958 (\$1.50)

A very detailed Reading guide, organized for quick reference, covering scope and sequence of skills with suggested methods for implementation.

* These references are books that Eugene Reading Teachers have used and found valuable.

** Reading Teachers are urged to subscribe to these magazines.

Bond, Guy L. and Tinker, Miles A., Reading Difficulties; Their Diagnosis and Correction. Appleton-Century-Crofts, Inc., New York, 1957

Primarily devoted to reading disabilities, the book is divided into sections which cover principles of reading; causes of reading disabilities, their diagnosis, treatment, and special problems. The author's thesis seems to be that causes of reading difficulty are experientive and that the difference between teaching in this area and in others is that individual instruction is found almost wholly in the first. The book contains an extensive bibliography. It is also laden with information on tests, book lists, and other materials.

Botel, Morton, How to Teach Reading, Follett: Chicago, 1959

A short paperback, six chapters in length, each one devoted to a particular reading skill area; vocabulary, comprehension, independent reading, word attack, testing program. It provides good lessons which can be adapted to one's own use.

Carlsen, G. Robert, Books and the Teen-age Reader, Harper and Row: New York, 1967

Excellent teacher supplement. This book first takes a look at the adolescent, his world, reading development, etc. It then deals with the various types of literature - a chapter devoted to each.

Cleary, Florence, Blueprints for Better Reading, Wilson: New York, 1957

Contains various school's programs promoting skill and interest in reading. It may be outdated by newer things on the market.

Dechant, Emerald V., Improving the Teaching of Reading, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964

The author has reviewed the nature of reading process and the learner; emphasized the readiness for reading; suggested techniques for skill development, beginning at the elementary level; and mentioned useful materials. The book would be helpful to teachers reviewing techniques in primary reading.

Dunn, Jackman, and Newton, Fare for the Reluctant Reader, Capitol Area School Development Association, Albany, N.Y., 1964

An annotated bibliography, grades 7-12, of reading materials which might prove interesting to previously uninterested readers.

Eash, Maurice J., Reading and Thinking, Doubleday & Co., Inc., Garden City N.Y., 1967 (Paperback \$1.95)

The author uses content material and shows how it lends itself to teaching various skills in the reading and thinking area.

Fader, Daniel N., Ph. D., Hooked on Books, Berkley Medallion Book, Berkley Publishing Corporation, 1966

A description of the program of reading at the W.J. Maxey Boy's Training School. The high points of this program are that reading and English are taught as a part of every subject and paper backs are used copiously. It contains a three week study guide for teaching West Side Story.

Flynn, John T. and Garber, Herbert, Assessing Behaviour: Readings in Educational Psychological Measurement, Addison-Wesley Publishing Co., 1967.

Concrete illustrations of important applied measurement techniques and nonesoteric presentations of measurement theories. Probably chapters on "Essentials of a Useful Test", "Reliability and Validity", "Test Score Interpretations", "Measuring Cognitive and Non-cognitive Variables" and "School Testing Programs" will have most significance for reading teachers.

Harris, Albert J. (Editor) Readings on Reading Instruction, David McKay Co., Inc., 1963.

The sixteen chapters cover this number of reading areas. Some of these areas are Psychology of Reading, Grouping, Measuring, Perception Skills, etc. Each chapter contains summaries of research in this area and "how to do it" type articles. It contains many descriptions of teaching procedures.

Heaton and Lewis, Reading Ladders for Human Relations, American Council on Education, 1958

Addressing itself to social problems, it is an annotated listing of books for the use of teachers and librarians who wish to implement a significant emphasis in education. It seems to be striving to give a new spiritual look in education.

Herr, Selma E., Dr., Campus Outlines: Diagnostic & Corrective Procedure in Teaching Reading, Lucas Brothers, 1955

Covers reading disabilities forms for recording and reporting; skills development activities, and reading levels. Most useful because outline form makes it a ready resource for a teacher seeking specific material and help in the diagnostic and corrective areas.

Jennings, Frank G. This Is Reading, A Delta Book, Dell Publishing Co., 1965

It emphasizes reading as a family-centered and community-wide activity, rather than a strictly school centered process. It's written in a light vein, with real insight into current problems of "Why Jonny doesn't read!"

Johnson, Kirk, Educating the Retarded Child, Houghton Mifflin Co., 1951
Contains functional approaches to teaching reading to this type of child, as well as other subjects. One section is devoted to the secondary school program.

Karlin, Robert, Teaching Reading in High School, Bobbs-Merrill, Inc., 1964

Primarily a teacher text, this book contains a general overview of some aspects of reading in high school; causes of reading difficulty, psychology of reading, measurement and evaluation. It then goes into a good explanation with examples of the reading skills. The last part covers reading programs. It is a good book, if you're new to the area of teaching reading.

Kephart, Newell C., The Slow Learner in the Classroom, Charles E. Merrill Books, Inc., 1960

Part I describes major learning areas in the development of the preschool child. Part II presents a series of performances, the observation of which, should yield insight into child's status in basic learning skills. Part III adapts these clinical methods to the class room. Although written for primary teacher, teachers of older children can find it helpful, specifically the procedures.

Mager, Robert F., Preparing Instructional Objectives, Fearon Publishers Inc., 1962

An excellent handbook reference for use in writing objectives in behavioral terms.

Marksheffel, Ned D., Better Reading in the Secondary School, The Ronald Press Co., New York, 1966

This is useful as a teacher resource book, in that there are many helpful techniques given for improving basic skills needed by secondary students. Information is stated briefly, which makes it a quick reference.

Raths, Louis E. Wasserman, Selma and Others, Teaching for Thinking; Theory and Application, Charles E. Merrill, 1961

An explanation of the theory of thinking followed by sections on Application to the Elementary School; Application to the Secondary School; Application to the Teacher; and Recapitulation.

Reeves, Ruth, The Teaching of Reading in Our Schools, a MacMillan guide book for parents, The MacMillan Co., 1966

Since it is written from a "PTA" approach, it doesn't really get down to basics, but rather is a vehicle that may be used with parents to enlist them as a part of the reading program.

Robinson, H. Alan and Rauch, Sidney J. Guiding the Reading Program, S.R.A. Associates, Inc., Chicago, 1965

A reading consultant's handbook with a series of operational guidelines to help him work more effectively with student's, faculty, administration and community, with the area of human relationship taking precedence over methods and materials, although they are included. Should be digested by Principals and reading teacher-coordinators.

Roos, Jean Carolyn, Patterns in Reading, American Library Association 1961.

An annotated book list for young adults. The purpose is to stimulate and develop the reading of young adults by letting them discover what books will be of interest to them.

Smith, Henry P. & Dechant, Emerald V. Psychology in Teaching Reading, Prentice-Hall, Inc., 1961

The author has attempted to identify and organize reading behavior, to select psychological theories relevant to reading, and to suggest applications to the classroom situations.

Strang, Ruth and Others, The Improvement of Reading, third edition of Problems in Improvement of Reading, McGraw-Hill Book Co., Inc., 1961

This edition reflects increasing concern for improvement of reading in junior and senior high schools and in content areas. It is a practical, rather than a theoretical book, in that it provides ideas about program, methods, materials, appraisal and instruction. Usefull information about material is included in appendix as well as an extensive bibliography.

Umans, Shelley, Design for Reading Difficulties, Columbia University Publication, New York, 1964

A brief, succinct book. It deals with the various stages of planning a schoolwide reading program. After staff and student abilities have been assessed, the author gets right into developmental and remedial programs; organizational patterns; instructional programs; materials; and--in the remedial section--criteria for selection of pupils. Available in paperback.

U.S. Department of Health, Education and Welfare, Improving Reading in the Junior High School, Government Publication, 1957

A bulletin as the result of a reading conference of reading authorities held in 1956. It covers the areas of research in reading, developmental reading, responsibility for reading instruction, remedial reading, evaluation to improve reading, and what is being done on the state level to improve reading. The reader should use this book with a critical awareness of much that has been done since this time.

Weiss, M. Jerry, Reading in the Secondary Schools, New York, The Odyssey Press, Inc., 1961

A series of articles about secondary reading under major headings of "Philosophy"; "Ground work for a Reading Program"; "The Program and the Student"; "Student Motivation"; "Developing Reading Skills"; "Teaching Reading in the Content Fields"; "Examples of Secondary School Reading Programs"; "The Effectiveness of a Reading Program".

READING LAB ROOM

To best meet the needs of the individual school the reading teacher-coordinator should be involved in the planning of the reading lab room. Flexibility of the interior room arrangement is essential to provide for the various types of instruction--i.e.: individual study; small groups which may vary from two to ten students; and large group work. The sketch opposite illustrates a possible adaptation of any existing "team-teaching complex" (or large group lecture room) or two normal size classrooms with over-all dimensions of approximately 90 ft. x 30 ft. This plan could be developed proportionately in a smaller area in which case the number of students using the facility would have to be cut by the same proportion.

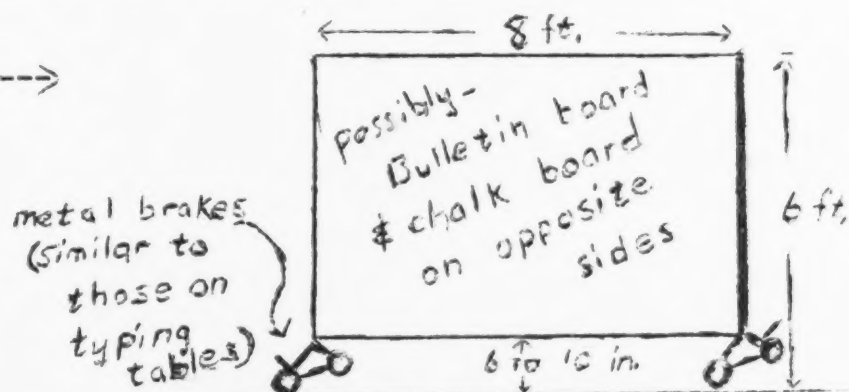
Key to Numbers and Symbols:

- 1--Open book shelves; floor to door-top ht.; total length approx. 40 ft.
- 2--Four-drawer file cabinets (10 to 12)
- 3--10 to 14 carrels; each with electrical outlet
- 4--Two-drawer file cabinets (6 to 8)

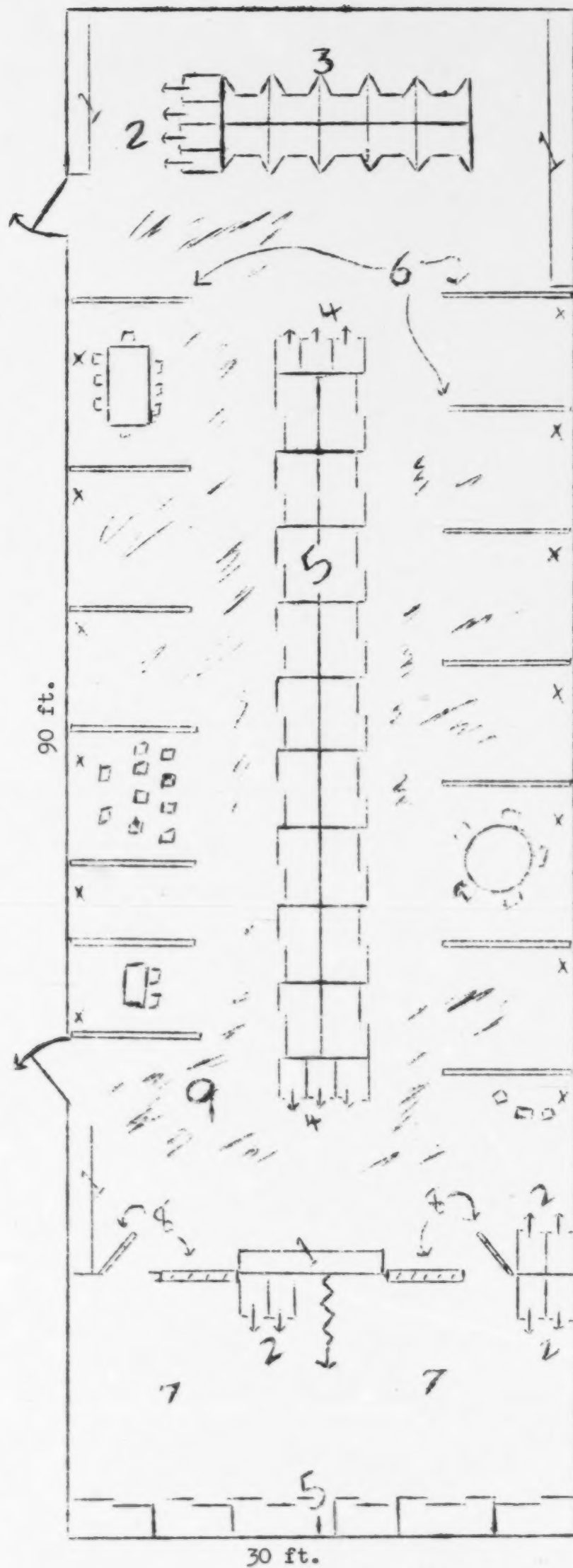
- 5--18 to 24 counter-height cabinets with sliding doors; 2½ ft. depth by 4 or 5 ft. length per cabinet; on heavy duty castors to allow for flexible room arrangement. (Use in sketch: Placed back-to-back as a center divider)

- 6--10 to 16 space dividers ----->

on heavy duty castors;
with brakes; (to control
visual distractions
between groups)



- X--Electrical outlets at 8 ft. intervals for equipment use in group areas.
- 7--Conference and teacher work rooms (These could be placed in the center of the 90 ft. length with glass doors and windows on both sides; cabinet space will be less.)
- 8--Glass doors and windows
- 9--Carpeting throughout for reduction of sound interruption between groups



READING LAB ROOM

With a team of reading teacher-coordinators and/or aides this type of lab facility could offer specific reading instruction to as many as 80 students, 10 to 15 groups, at a time.
(approximately 550 per day)

Note: A variety of types of school furniture for group areas is desirable.

Scale--Approx.: 9'/1"

Reading instruction should be diagnostic as well as developmental so that instruction can be adapted to the needs of individual students; therefore, appraisal should be continuous along with instruction.

Appraisal should help the teacher determine:

- a student's motivation
- what he reads (or wants to read)
- how well he can read
- what difficulties he has in reading
- his potential for improvement

A full program of appraisal will include the following:*

Teacher-made reading test

Assign a passage from a text or reference book (of known length); time the reading and check main ideas, details and word knowledge.

Inventories, questionnaires and autobiographies

These devices are useful to gain information about the student's background, interests, activities, and his own statement about his prior reading, attitudes toward reading and his appraisal of his reading ability and motivation for improvement.

Personal interviews

Much can be accomplished with a semi-structured interview in learning about how the student feels about himself, his reading ability, and social background, personal goals, aspirations, interests, and problems which interfere with achievement.

Cumulative records

Permanent school records should reveal important information about prior school experiences.

*For detailed ideas, see the Teaching Packages: "Specific Methods of Evaluation"

Standardized Reading Tests

Teachers need to use tests that provide information about rate of reading, vocabulary level, and comprehension. No single test can provide all of this information. A standardized reading test can provide an over-all picture of the reading levels of any particular class, grade level or entire school population. Types of tests that are valuable tools for teachers of reading are:

Survey Tests

Most achievement test batteries include reading and vocabulary subtests which can be used to determine the over-all reading level of an entire school or an individual classroom. The more specialized reading tests provide more pertinent information about rate of reading, reading vocabulary, and comprehension skills.

Diagnostic Tests

Any test that provides more than one score can be used for diagnostic purposes, providing a picture of relative strengths and weaknesses. Most reading survey tests can provide a limited amount of diagnostic information about a student's reading ability to a teacher who has some experience in using the tests. Comparing scores on achievement test batteries, and comparing scores on two different standardized tests can also be used for this purpose. Specialized diagnostic tests administered to small groups or to individuals are also available. Most of these provide information about word attack skills, vocabulary profiles, and more specialized comprehension. However, oral reading tests administered individually have the greatest diagnostic value.

Intelligence Tests--and other formal tests

Selection of intelligence tests to be used in connection with reading appraisal programs should be limited to those group tests that have both a verbal and non-verbal section. Sometimes it is necessary to have an individual intelligence test administered by a trained examiner.

Reading teacher-coordinators should be familiar with a wide variety of tests including vision and hearing tests, listening tests, achievement batteries, personality and attitude scales and study-habit inventories.

This suggested list must not be considered a limitation. It is designed for the reading teacher-coordinator to use as a stimulus in planning the individual school program. The reading teacher-coordinator should select aspects of the Guidelines For Reading that best fit the needs of students in the individual school; therefore, it is not advisable to select titles at random from a list. It is necessary that the reading teacher-coordinator:

- examine the usability of any particular item, and perhaps try a sample with a few students, before selecting it as a part of the reading materials for the individual school
- contact the school librarian for use of catalogues of published materials
- observe reading programs in operation to view practicality of materials in use
- not rely solely on publishers' descriptions for evaluating use of any particular title
- analyze and consider these characteristics of the students in the school:
 - (a) intellectual levels
 - (b) achievement levels
 - (c) interests
 - (d) cultural backgrounds

Mechanical Devices

Projected Reading
 Controlled reader
 Craig reader
Tachistoscope
 Tach-X
 Flash-X
Pacers
 Shadow Scope
 Rateometer
Tape Devices
 Language Master
 Tape Recorder

A-V Materials

Transparencies
Films
Film strips
Tapes
Recordings
Pictures

Printed Materials *

Anthologies	Pamphlets
Short stories	Political
Novels	Vocational
Skill development workbooks	Guidance
Reference books	Drivers manual
Almanac	Etc.
Skill Kits	Recreational facilities
Magazines	Labels from grocery commodities
Newspapers	Labels from types of materials
Paperbacks	Labels from furniture
Mail order catalogues	Leases
Job catalogues	Mortgages
Auto mechanics	Budget planning material
Electrician	Menus
Machinists	Information about checking accounts
Etc.	Information about saving accounts
Utilities statement	Home project building directions
File of current advertising sheets	Information about appliance care and repairs
Information about furniture care and repairs	Information about clothing care
Credit buying	Auto purchase contract
Auto upkeep information	Work orders - such as might be used on the job
Calendars	Maps - all kinds
Vacation planning information	Voters pamphlets
Hobby - purchases, upkeep	Cereal boxes
Ballot sheets	Civil Service tests
File of current slogans	Variety of application sheets (employment, licenses, permits)
Apprentice tests	Clock faces
Signs most commonly used	Money coins and bills
Trade marks	Comic books
Picture books	Compasses
Letters and postcards	Dials - telephone, radio
Speedometers	Tickets
Scales	Printed cards
Magazines	Music: rests, time, signature
Coupons for premiums	Manufacturer guarantees
Mottoes, Maxims	Charts (weather - tax, etc.)
Newspapers	Thermometers
Schedules and timetables	Constitutions (clubs, state, Federal, etc.)
Receipts	Regulations (civic, club, School, etc.)
Games and their brochures	Graphs
Government bulletins	Minutes (club, political, etc.)
Statistic reports (census)	Reader's Guide
Codes	
Descriptions (job, processes)	
Summaries	
Card Catalogues	

* This listing is partially from: 1964 Summer Reading Workshop

In his book, Improving the Teaching of Reading, Emerald V. Dechant points out some advantages and disadvantages of readability formulas.

Readability formulas are not a panacea for meeting comprehension problems. They frequently yield different results and fail to measure many elements considered important for readability. However, they are useful in giving a relative estimate of the difficulty of books, in determining the sequence to be followed in recommending books...and in detecting the difficult words and sentences in books....

Among the readability formulas widely used Dechant suggests Spache and Vogel-Washburne formulas for primary materials, and the Flesch formula for more accurate measurement of middle, upper grade, and adult materials.

Another readability formula was developed by Edward Fry, Professor of Education and Director of the Reading Center at Rutgers. The purpose of the formula is to simplify the process and may be most useful as a survey of reading materials. In some instances one may want to apply more than one readability formula.

SUMMARY OF FLESCH READABILITY FORMULA

STEP 1

Take 100 word samples from materials to be checked for readability.

Ex. 3-5 samples from articles

25-30 samples from books

STEP 2

Base samples on a numerical scheme, always starting with the beginning of a paragraph.

EX. Every third paragraph on every other page

STEP 3

Count syllables in the 100 word sample including syllables for symbols and figures according to the way they are normally read aloud.

EX. Two syllables for \$ (dollars)

STEP 4

In the samples, find the sentence that ends nearest the 100 word mark.

Count the number of sentences up to that point and divide number of words in the sentences by the number of sentences.

EX. Follow units of thought rather than punctuation; however, do not break sentences joined by conjunctions.

STEP 5

Figure the number of personal words in all samples combined.

EX. Personal words include all first, second, and third person pronouns except neuter pronouns (it, itself, etc.) Masculine or feminine natural gender words are to be included. (Mary, father, sister, etc.) Do not count common-gender words (teacher, doctor, etc.)

STEP 6

Figure the number of personal sentences in all samples. Combined sentences which fit two or more of (personal sentences) definition are to be counted once. Divide number of personal sentences by total number of sentences found in Step 4.

EX. Personal sentences are spoken sentences marked by quotations marks including speech tags (he said). These also include questions, commands, requests and other sentences directly addressed to the reader, as well as exclamations and grammatically incomplete sentences (Handsome, though.) whose meaning has been inferred.

STEP 7

"Reading ease" score is found by inserting the number of syllables per sample and average sentence length in the following formula.

Reading Base = $206.825 - \text{word length} - \text{sentence length}$.

Scale is 0 (practically unreadable) to 100 (easy for any literate person)

STEP 8

"Human interest" score is found by inserting the percentage of personal words and percentage of personal sentences in the following formula:

Human Interest = $\text{Personal words} + \text{Personal sentences}$

Scale is 0 (no human interest) to 100 (full of human interest)

Pattern of "Reading Ease" Scores

"Reading Ease" Score	Description of style	Typical Magazine	Syllables Per 100 Words	Average Sentence Length in Words
0 to 30	Very difficult	Scientific	192 or more	29 or more
30 to 50	Difficult	Academic	167	25
50 to 60	Fairly difficult	Quality	155	21
60 to 70	Standard	Digests	147	17
70 to 80	Fairly easy	Slick-fiction	139	14
80 to 90	Easy	Pulp-fiction	131	11
90 to 100	Very easy	Comics	123 or less	8 or less

Pattern of Human Interest Scores

Human Interest Score	Description of style	Typical Magazine	Percentage of Personal Words	Percentage of Personal Sentences
0 to 10	Dull	Scientific	2 or less	0
10 to 20	Mildly interesting	Trade	4	5
20 to 40	Interesting	Digests	7	15
40 to 60	Highly Interesting	New Yorker	11	32
60 to 100	Dramatic	Fiction	17 or more	58 or more

WORKSHEET FOR FLECH READING FORMULAS

IXEL

TEACHER

206.835 - (.846)

WL

--(1.015) SL

R. E.

SAMPLE

No. Syllables

No. Sentences

[illegible]

Score	Rating
100	A
90	B
80	C
70	D
60	F
50	F
40	F
30	F
20	F
10	F
0	F

THE FRY READABILITY GRAPH³

Directions

1. Select three one-hundred word passages from near the beginning, middle and end of the book. Skip all proper nouns.
2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.
3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound; For example: cat (1), blackbird (2) continental (4). Don't be fooled by word size; for example: polio (3) through (1). Endings such as y, ed, el, or le, usually make a syllable for example: ready (2), bottle (2); I find it convenient to count every syllable over one in each word and add 100, average the total number of syllables for the three samples.
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

EXAMPLE

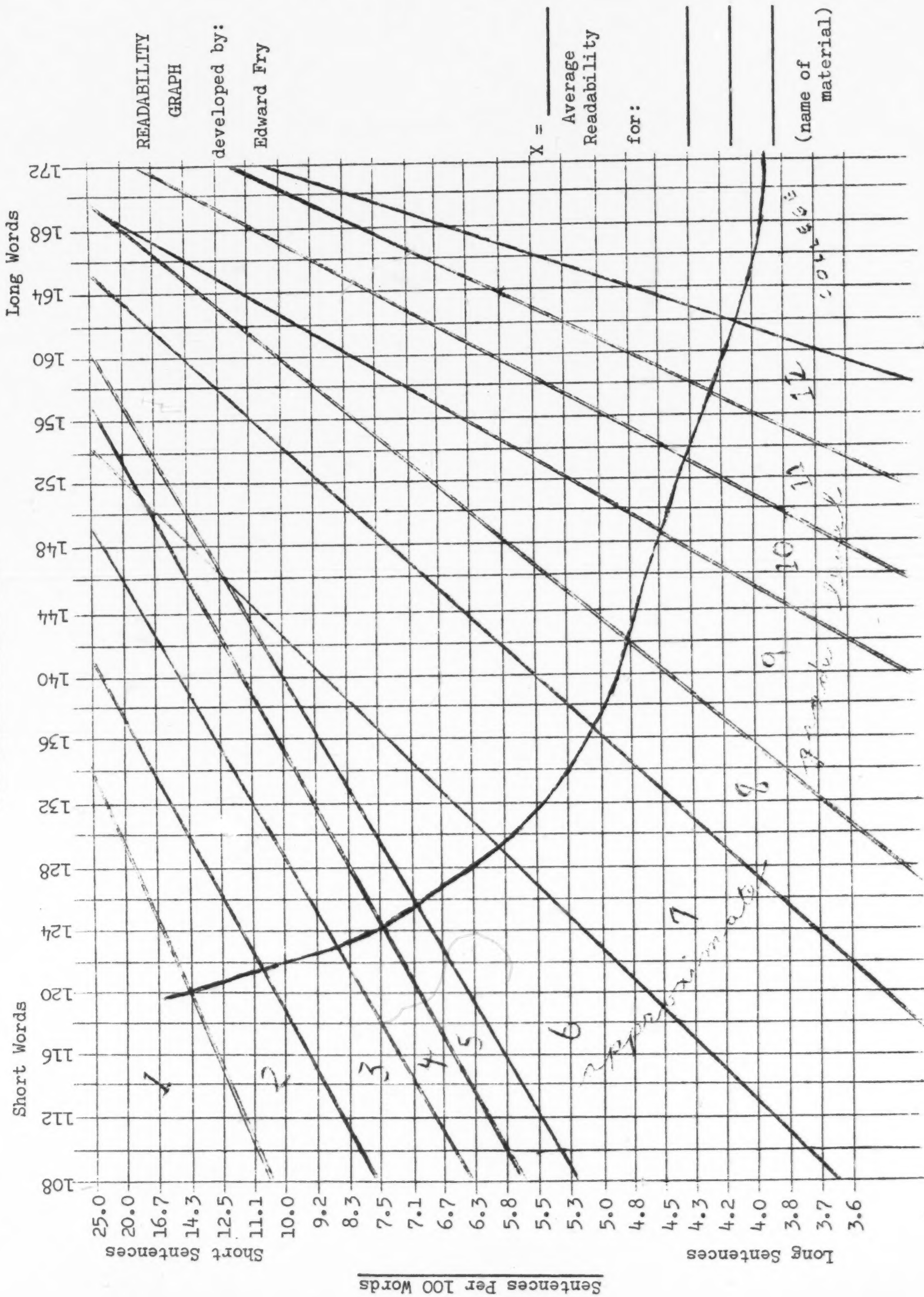
	Sentences per 100 words	Syllables per 100 words
100-word sample Page 5	9.1	122
100-word sample Page 89	8.5	140
100-word sample Page 160	7.0	129
	3) <u>24.6</u>	3) <u>391</u>
Average	8.2	130

Plotting these samples and the average on the graph we find that the average falls in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

Note: This and the following page may be reproduced as long as the author is given credit.

3 - Fry, Edward, "A Readability Formula that saves time",
Journal of Reading, April 1968, Vol. II No. 7, Page 514

Syllables per 100 Words



A continuous evaluation of the reading program is essential. Since the reading program will involve students, reading teacher-co-ordinators and classroom teachers, any program evaluation must include procedures which will evaluate all three. Marjorie Johnson's three fundamental questions may effectively be applied.

1. Are all students showing progress, at an adequate rate, in the development of reading ability commensurate with their individual capacities for achievement?
2. Is the reading performance of the students such that it is contributing to adequate academic, social, and personal development?
3. Is each member of the school staff making top-level contributions to the success of a comprehensive program, designed to promote maximum growth?

Effective evaluation of the total program may require answering the following question.

Does the total program focus on: The student's involvement in reading improvement, the characteristics of the adolescent, an environment conducive to learning?

For detailed suggestions of evaluation techniques see the Teaching Packages, section: "Specific Methods of Evaluation".

4. Johnson, Marjorie Seddon. "Evaluating the Secondary School Program," International Reading Conference Yearbook.

DESCRIPTION OF THE TEACHING PACKAGES

Appendix H

These packages are in the preliminary stages of development. They will contain several types of materials which any teacher may pull and use (i.e., information not easily accessible to all teachers, workable ideas, proven techniques). Such packages will add to the effectiveness of teaching reading and reduce individuals' research and planning time.

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.....
He who knows only his own
generation remains forever a
child, and to know more than
our own generation, we must
turn to books.⁵
.....

⁵Carlsen, Robert G. Books and the Teen-Age Reader. A Bantam Book, 1967, p. 1.